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ABSTRACT

As a guide to other educators the physical education programs, activities, and goals and objectives in the Oregon public school system are presented in detailed form. Ideas for class organization, exercise activities, and a student-oriented teaching approach are given, and a discussion of athletic equipment, facilities, and resources is included. The material is organized by grades (K-3, 4-6, 7-9, and 10-12 as well as an overview of the k-12 suggested activities), and also by activity type (gymnastics, tumbling, lifetime sports, team sports, etc.). Extensive appendixes include information on Title IX laws and Public Law 94-142. (LH)

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Physical Education in Oregon Schools

Verne A. Duncan
State Superintendent of
Public Instruction

Oregon Department of Education
Salem, Oregon 97310

1979

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Foreword

The results of a good physical education are not limited to the body alone, but they extend even to the soul itself.

—"Aristotle on Physical Education"*

A good physical education program influences both body *and* mind. *Physical Education in Oregon Schools* should help teachers meet students' present needs and their potential lifelong needs.

I thank the physical educators, parents and many others who took part in developing this publication.

For further information, please contact Vicki Coffey, Physical Education Specialist.

Verne A. Duncan
State Superintendent of
Public Instruction

*See Jean E. Chryssafis, "Aristotle on Physical Education" in *The Journal of Health and Physical Education* (January 1930). This unusual article on Aristotle's viewpoint—written by the Director of the Division of Physical Education, Ministry of Public Instruction, Athens, Greece—may be worth every educator's reading or rereading.

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Contents

FOREWORD iii
ACKNOWLEDGMENTS v
INTRODUCTION 1
PLANNING
Goal-Based Planning for Physical Education 5
Reminders 7
Purpose and Goals of Physical Education 7
Related Planning 8
Physical Education Coordinator 9
Budget 9
Equipment and Supplies 10
Care of Equipment 10
Facilities and Space 10
Liability 11
Safety 11
Attendance Policies 11
THE K-12 PROGRAM
Organizing the Program 15
Allotting Time 15
Assigning Teachers 15
Designing Alternatives 16
Public Relations 16
Teaching Strategies 17
Class Organization 17
Class Placement 17
Activities and Adaptations 17
Using Aides 18
Physical Education Curriculum 18
Physical Education Grades K-3 19
Movement Exploration 19
Creative Movement 19
Body Awareness 19
Spatial Awareness 20
Perceptual-Motor Activities 20
Tumbling 20
Rhythms 20
Physical Fitness 20
Small Equipment Skills 20
Games 21
Relaxation 21
Self-Testing 21
Integration and Interdisciplinary Activities 21
Equipment Ideas 21
Physical Education Grades 4-6 22
Movement Skills 22
Tumbling 22
Gymnastics 22
Rhythms 23
Physical Fitness 23
Small Equipment Skills 23
Games 24

Aquatics . . . 24
Relaxation . . . 25
Self-Testing . . . 25
Integration and Interdisciplinary Activities . . . 25
Physical Education Grades 7-9 . . . 25
Tumbling . . . 26
Gymnastics . . . 26
Rhythms . . . 27
Physical Fitness . . . 28
Games . . . 28
Aquatics . . . 29
Lifetime Activities . . . 30
Relaxation . . . 30
Self-Testing . . . 30
Integration and Interdisciplinary Activities . . . 30
Physical Education Grades 10-12 . . . 31
Tumbling and Gymnastics . . . 31
Physical Fitness . . . 31
Games . . . 31
Lifetime Activities . . . 32
Relaxation . . . 33
Self-Testing . . . 33
Additional Activity Ideas . . . 34
Integration and Interdisciplinary Activities . . . 34
Integrated Physical Education Activities K-12 . . . 35
Career Education and Physical Education . . . 35
Environmental Education and Physical Education . . . 36
Reading and Physical Education . . . 36
K-12 PERFORMANCES
Physical Education Assessment . . . 41
Performance Testing . . . 43
Reporting Student Performances . . . 43
Teacher Performances . . . 44
Program Performances . . . 44
RESOURCES
Planning . . . 47
Goal-Based Planning for Physical Education . . . 47
Reminders . . . 47
Related Planning . . . 48
The K-12 Program . . . 49
Organizing the Program . . . 49
Teaching Strategies . . . 49
Physical Education Grades K-3 . . . 51
Physical Education Grades 4-6 . . . 52
Physical Education Grades 7-9 . . . 53
Physical Education Grades 10-12 . . . 55
Integrated Physical Education Activities K-12 . . . 56
K-12 Performances . . . 57
Professional Organizations . . . 58
APPENDIXES
A Oregon Regulations . . . 61
B Title IX and Physical Education . . . 62
C Public Law 94-142 . . . 65
D Equipment and Supplies . . . 67
E Facilities and Space . . . 71
F Physical Education Safety Checklist . . . 72
G Request for Recommendations . . . 73
H Alternative Designs . . . 74
I Suggestions for Testing . . . 75
J Performance Guidelines for Teaching Methods . . . 76
K Program Performances Checklist . . . 77

Introduction

Physical Education in Oregon Schools should be thought of as a point of departure, not an all-encompassing book on physical education. It emphasizes **A SEQUENTIAL K-12 PROGRAM**, not separated K-3 or 4-6 or 7-9 or 10-12 programs.

It is a resource of **IDEAS** . . . ideas on organization, activities, methods and materials for a complete physical education program K-12. Not simply a compilation of published materials, it draws heavily on the experiences of *Oregon* physical educators.

Hopefully, *Physical Education in Oregon Schools* will help educators develop the program to meet the physical education needs of ALL students.

Planning

Success in any physical education program may be determined, to a large extent, at planning time. Planning begins with deciding upon needs and goals.

GOAL-BASED PLANNING FOR PHYSICAL EDUCATION

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (not competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In physical education, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the physical education teacher be concerned? These are questions to be answered before effective planning of a physical education curriculum can proceed.

Each teacher must realize that planning a physical education curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and physical education teachers think a student ought to get out of physical education and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the physical education teachers think a student ought to get out of, say, Freshman PE and how is that to relate to Program Goals?

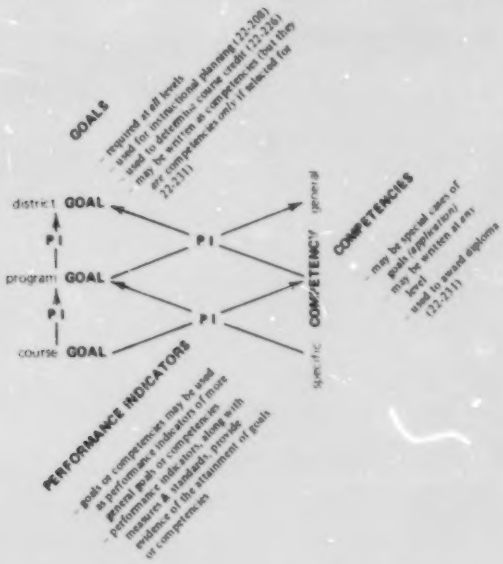
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write*. Districts assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for*.

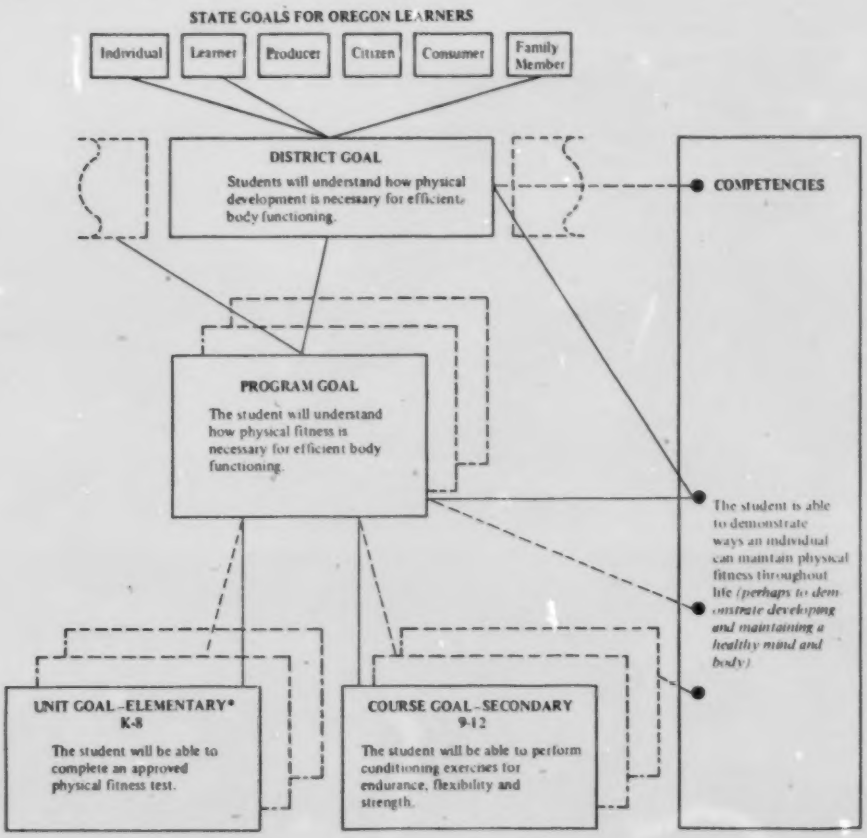
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Freshman PE—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:


GOALS
- required at all levels
- used for instructional planning (22-208)
- used to determine course credit (22-228)
- may be written as competencies (but they are competencies only if selected for 22-231)
district GOAL
PI
program GOAL
PI
course GOAL
PI
PI
COMPETENCY
general
specific
COMPETENCIES
- may be special cases of goals (appearance)
- may be written at any level
- used to award diploma (22-231)
PERFORMANCE INDICATORS
- goals or competencies may be used as performance indicators of more general goals or competencies
- performance indicators, along with measures & standards, provide evidence of the attainment of goals or competencies

For example, in physical education:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will understand how physical development is necessary for efficient body functioning.
COMPETENCIES
PROGRAM GOAL
The student will understand how physical fitness is necessary for efficient body functioning.
The student is able to demonstrate ways an individual can maintain physical fitness throughout life (perhaps to demonstrate developing and maintaining a healthy mind and body)
UNIT GOAL–ELEMENTARY* K-8
The student will be able to complete an approved physical fitness test.
COURSE GOAL–SECONDARY 9-12
The student will be able to perform conditioning exercises for endurance, flexibility and strength.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and physical education specialist plan their own physical education program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.*

REMINDERS

As they start to plan or revise plans, districts must remember state and federal requirements and incorporate them into their program. Oregon statutes and administrative rules which affect the physical education program may be found in Appendix A.

Federal regulations similarly affect the physical education program. Title IX (of the Education Amendments of 1972, PL 92-318), for example, prohibits separate physical education classes on the basis of sex. It also prohibits requiring or refusing participation in classes on the basis of sex. Title IX, as it applies to physical education, and a compliance checklist for it may be found in Appendix B.

Public Law 94-142 (the Education for All Handicapped Children Act of 1975), for another example, requires for each handicapped child an individualized education program (IEP). Brief explanations of what PL 94-142 and these IEPs mean for districts in physical education may be found in Appendix C.

Also important when starting to plan are the concerns and needs of the local community. Collectively, local, state and federal requirements unavoidably influence program development. Districts must plan the physical education program accordingly to meet all the needs.

Purpose and Goals of Physical Education

With local needs determined, and state and federal requirements in mind, district purpose and goals for the program may be written. The purpose and program goals below are SUGGESTIONS.** These, or similar ones, would help a district satisfy state units of credit, state goals and its own district goals for physical education.

Purpose

> Physical education helps each student become harmoniously integrated—physically, mentally, socially and emotionally. It helps students build and maintain physical powers, skills and understandings necessary for best neuromuscular development.

---

*For more information on goal-based planning, see pages 5-30 and 67-68 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977). See also its *Writing District, Program and Course Goals* (1977).

**From *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions*, p 67.

Suggested Program Goals

Students will understand how physical development is necessary for efficient body functioning.

Students will understand the relationship of proficiency and movement to the economical use of motion.

Students will understand the relationships of specialized activity, safety and recreational skills.

Students will be able to coordinate their bodies.

Students will understand the scientific and mechanical principles of movement skills.

Students will know the rules and strategies for individual and team sports.

Students will know appropriate spectator conduct.

Students will understand consumer and economic principles of recreational activities.

Students will understand safety factors as participants and spectators.

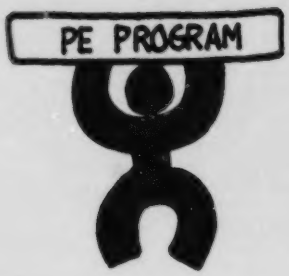
Students will understand and value the historical significance of physical activity.

Students will be able to use leisure time effectively to maintain physical and mental health.

Students will understand how individual behavior contributes to group interaction.

RELATED PLANNING

As needs are identified and goals decided upon, other thoughts may turn to related matters. Who, for instance, will coordinate the program? How will budgets be prepared? What equipment will be needed? Who will care for it? What facilities will be needed? Who is liable? What provisions will be made for safety? Will there be an attendance policy? Proper planning to try to answer these and other questions may improve the physical education program.



Physical Education Coordinator

Each district should consider assigning a district physical education coordinator. Administrative tasks need to be done whether the district is large or small.

A coordinator may be assigned to

- serve as a district liaison for the schools, community and related agencies
- provide information to the school administration and staff regarding the physical education program
- establish a unified budgeting procedure
- serve as spokesperson for the entire physical education department K-12
- arrange for physical education staff meetings to exchange ideas, information, new materials and methods
- assure quality instruction and programs for all students
- encourage physical education staff to attend district, state and regional workshops and conventions
- help plan inservice for the physical education program
- help evaluate the total physical education program
- review and plan program changes and innovation

Budget

Physical education needs may be listed and submitted in budget form yearly. A rationale for each budget request may improve opportunities for approval. Depending on the allocation system in local districts, careful plans should be developed to assure minimum equipment needs over a five-year period. The chart below indicates *one method* of long-range planning.

EQUIPMENT	AMOUNT	1979	1980	1981	1982	1983
Playground Balls (10")	10	X				
Soccer Balls	20		X			
Bean Bags	50	X				
Parachutes	3		X			
Softballs	20			X		
Cones/Markers	20			X		
Rhythm Sticks	100					X
Deck Tennis Rings	8				X	

Careful planning will result in obtaining sufficient amounts of equipment to meet program needs.

Equipment and Supplies

Sufficient amounts of equipment and supplies should exist so that every student may be actively involved in curriculum activities. No student should remain inactive because the district lacks materials.

Homemade physical education equipment may be constructed at a considerable savings to the district. Some districts use high school woods and metals classes to build minor equipment items. *A safety officer, however, should inspect the homemade items before they are used in the program.*

A list of various types of equipment and supplies may be found in Appendix D. *This list should be used as a resource only. The type and amount of equipment will depend on the goals of the program.*

Care of Equipment

Taking care of the equipment may be the greatest single cost-saving procedure. An organized procedure for care of items should include

- an adequate storage area
- a marking system for inventory
- manufacturers directions for care of equipment
- an education program for students to learn proper care and use of equipment
- reminders for staff on how to care for equipment

Districts should, if they do not already, consider having a central repair and reconditioning shop for physical education equipment. Small districts may consider developing a central repair shop that serves several districts. Having such a service may extend the use of items and save the district money.

Facilities and Space

The facilities and space available are factors in determining the activities in a curriculum. Among questions that must be answered:

What are the program goals?
How many students will be enrolled?
What size will classes be?
How many periods in a day?
How often will classes meet?
What types of activities are desired?
What community facilities are available?

A list of facilities recommended to provide physical education class instruction may be found in Appendix E. The district goals for physical education will determine the facilities and space for the program.

Liability

Well-planned, well-directed programs minimize accidents. Laws regarding school and teacher liability are complex. Generally, decisions regarding liability for accidents and injuries are based upon proved negligence.

Teachers negligent in performing duties and responsibilities may be held liable. No one in education can guarantee how a court will rule regarding negligence or liability. *Proper supervision and taking all reasonable precautions to safeguard pupils is the best defense against such charges.*

Safety

Safety must be an integral part of the physical education program. Teachers have legal responsibilities to exercise due care when conducting classes.

The safety of the individual student at any level should not be overlooked. Attention must be given to the classroom environment, behavior management skills, condition and use of all equipment of either a general or specialized nature. The teacher must also be careful to design the program to the abilities of each child, teaching proper progressions, spotting techniques and equipment arrangement for each skill presented.

Maintaining safety standards should include

- regular inspection of equipment and facilities
- posting of important safety rules
- discussing safe rules of behavior with classes
- providing proper supervision for each activity
- limiting class size to maintain safety
- acting safely to aid injured students

A sample physical education safety checklist may be found in Appendix F. Despite every precaution that might be taken, accidents do occur. Administrative policies should include an efficient plan for emergency care and reporting accidents.

Attendance Policies

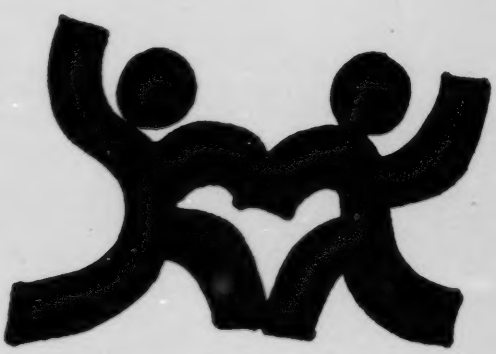
Regular attendance should be required under the same policies as for other school programs. Informing parents and physicians of the type and purpose of physical education may reduce the number of requests for invalid excuses.

State standards permit extended excuses for pupils for religious and cultural reasons, or when their constitutional rights are violated. Temporary excuses may be requested by students, parents, nurses or physicians.

The health status of students for illness or disability may at times require modification of physical education activity. PL 94-142 provides for students who are disabled and unable to participate in regular programs. They may be admitted to a special program to meet their needs for physical education. PL 94-142 removes the need for extended excuses from physical education for medical reasons.

Assignments to adaptive, restrictive, remedial or corrective programs may be made upon requests from parents, physicians or qualified physical education instructors. These requests should state specific reasons for placing students in a special program and should indicate suitable activities. A form which gives recommendations for physical education activity may be found in Appendix G. Whenever possible, students should be returned to the regular program.

The K-12 Program



After establishing district goals and completing related planning, the task is to create a physical education program that meets the goals.

ORGANIZING THE PROGRAM

Several questions need to be answered when organizing the program, among them: How much time should students spend in PE? How should teachers be assigned? What alternatives may substitute for a traditional program? What can be done to let the public know about the program?

Allotting Time

Physical education is required as a part of the K-12 curriculum in Oregon schools. Many districts have found a daily period of physical education helpful for all students in the elementary school. For curriculum balance, eight percent of the instructional time may be allotted to physical education instruction in grades K-8. *Recess, free play, noon and after-school activities are not counted as physical education.*

SUGGESTED K-8 CURRICULUM BALANCE

Instructional Program*	Primary K-3	Intermediate 4-6	Upper 7-8
Art Education	7%	7%	7%
Health Education	7%	8%	8%
Language Arts	40%	35%	20%
Mathematics	15%	15%	15%
Music Education	7%	7%	7%
Physical Education	**8%**	**8%**	**8%**
Science	7%	10%	15%
Social Studies	9%	10%	20%

*Areas of study such as traffic safety education, career education, environmental education, consumer education, ethics and morality education, and citizenship education may be combined in curriculum where most appropriate. Time allotments in grades 7 and 8 may require adjusting to accommodate career exploration opportunities.

—Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions, p 9

At the secondary level, one unit (130 hours) is the *minimum* requirement for graduation. Opportunities for secondary students to participate in physical education beyond the minimum graduation requirement is recommended.

Assigning Teachers

Ideally, teachers certificated in physical education will do the teaching K-12. The Teacher Standards and Practices Commission establishes the requirements for certificates. For more information on certification, contact the Teacher Standards and Practices Commission in Salem.

The number of physical education teachers needed will be determined by district goals and planning. Consideration should be given to assigning enough teachers to permit proper instruction and maintain safety in the program.

Designing Alternatives

A program may be designed in ways other than the traditional one. Some examples of other designs may be found ir Appendix H.

All possible designs need to be considered when creating a program. Several may be applied at once or in conjunction with a more traditional model. Schools will need to determine a program design or combinations that will best meet the needs of their students.

Public Relations

The best means for promoting public understanding and acceptance of physical education may be through example—a sound, daily program. The public obtains most of its impressions about the program from students and usually gives great value to these impressions.

Other valuable methods for developing and maintaining good public relations include

annual reports	films	radio and television broadcasts
assembly programs	newspapers	special communications to parents
demonstrations	parent groups	
exhibitions	public speaking	

The professional physical education organization, American Alliance for Health, Physical Education and Recreation (AAHPER), offers many helpful ideas on promoting public relations through their Physical Education Public Information (PEPI) project. Information on obtaining materials from PEPI is available in the resources section of this publication on page 58. Noting the growing importance of public relations in education, many colleges now offer educators course work in public relations.

Physical education teachers should keep in mind that the school is a community in itself. They must become concerned and get involved in the school community and encourage others to become involved in the physical education program. Faculty members are colleagues and at times can either help or hurt the program. To maintain good faculty relationships, the following are suggested:

Respect all subjects taught in the curriculum and support the teachers who teach them. If you want support, you must give support.
Cooperate and communicate with counseling staff about students and their scheduling problems.
Encourage physical education students to do well in their other classes.
Let faculty members know the kinds of things you can do for the faculty and the help you can offer.

Office and custodial staff can do much to assist the physical education program. Physical education teachers are not their bosses, and they are not obliged to go out of their way to help. When treated with proper respect, they can be the physical education teachers' friends!

TEACHING STRATEGIES

One aim of the physical education program is to facilitate participation and learning for ALL students in the program. To achieve this, many different strategies may have to be used. The following ideas may be appropriate to teaching ALL students, and some especially for handicapped students.

Class Organization

When appropriate behaviors (class rules) have been established, expect all students to exhibit the same behaviors, even the handicapped student.

Be aware of students' dissimilar needs for location in the room when preparing to assemble the group for instruction.

Check students' perceptions of the directions they have been given. Did they hear and understand, and can they perform independently; or, is assistance needed?

Be sure enough equipment is accessible to each student.

Plan for adaptations in advance and choose activities which will accommodate a wide range of skill development.

Develop attention skills. Request, "Put your eyes on me."

Class Placement

Be familiar with the nature of any handicapping condition; especially be familiar with any student's IEP.

Give other students an orientation to particular handicaps, especially to those of a handicapped student in class. The discussion should include similarities as well as differences.

Assess any handicapped student's functional level and mobility, socially and intellectually; then place the child considering chronological age and physical size.

Be flexible, especially to meet needs of any handicapped students. Handicapped students may participate in the regular physical education class for some activities and in a special physical education class for work on specific areas of deficiency.

Activities and Adaptations

Encourage creativity, again, especially from the handicapped. Let handicapped students demonstrate their way to perform the task.

Work adaptations both ways. Let other students experience what it is like to be handicapped (e.g., wear eyeglasses or blindfolds or cotton in ears, use wheelchairs or scooters, tie down one limb).

Encourage those handicapped to be their own problem solver, to find ways they *can* perform tasks. Let other students help find ways to adapt activities.

Encourage performance of motor strengths and avoid displays of motor weaknesses.

Avoid activities that require individual turns.

De-emphasize competition and encourage and recognize cooperation and individual improvement.

Provide means for students to earn their way back into elimination games. Otherwise, those students who are easily and quickly eliminated will be only minimally involved in the activity.

Make partner activities positive experiences for both partners.

If posture or position for a task may vary, encourage handicapped students to select their most functional position.

If the activity stresses speed, give handicapped students a head start or shorten the distance to be covered. Handicapped students are often negatively conspicuous and overall performance of the skill may be adversely affected.

At all times, remember "why" the activity. Use a variety of activities when a single one will not accommodate all ability levels. Reduce the size of the playing area, use lighter equipment, slow down moving objects, modify the rules, etc. Adapt to individual needs to meet goals.

Avoid excluding any student from any activity. This may happen unintentionally. Beware! Some games and activities are by design exclusive in nature.

Using Aides

Teachers give instructions, demonstrations and keep lessons moving, while giving as much individual help as possible.

Aides direct students' attention to the teacher, help keep students on the task and, if any students are handicapped, help them when they experience difficulties.

Aides should facilitate, not supplant, the teacher's instruction.

PHYSICAL EDUCATION CURRICULUM

The physical education curriculum must be directed toward achieving the district goals. The curriculum should be a well-planned sequence of learning experiences K through 12. The comprehensive program will have progression within activities, within each grade, and from grade to grade.

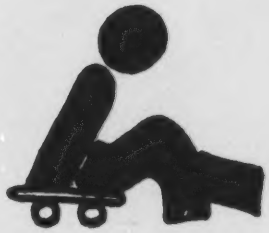
Curriculum content should include activities that answer the questions: WHY? WHAT? HOW? Answering WHY? should explain the importance of the activity. Answering WHAT? should help students to determine their own physical activity needs. Answering HOW? should show students ways to meet their present and lifelong physical activity needs.

Students at each level have certain needs which the curriculum should try to meet. Many student needs present in the early years exist through all levels. Different needs have been introduced at different levels to point out needs of greater emphasis at those levels.

One continual need is health and physical fitness. Physical education is responsible for helping to maintain the health and fitness of all students. The mental and physical development of each student plays a major role in how the student learns the various skills presented in physical education. The curriculum must take into account the differences among students and prepare them to learn the skills. With good health and fitness as the foundation, the curriculum may use a variety of activities to meet the physical education goals established by teachers, the district and community.

To assist in the development of a complete program, curriculum ideas have been divided into sections K-3, 4-6, 7-9 and 10-12.

The curriculum ideas presented are to serve as a point of departure. A good program should consider all ideas, not just those here. *Imagination and creativity may be the only limitations for a good local program.*



PHYSICAL EDUCATION GRADES K-3

A physical education program should be designed to meet both individual and group needs at every age and grade level. Many teachers have found the instruction for grades K-3 best if daily and coeducational. Such an approach properly develops healthy, strong and coordinated students. ***Recess, free play, noon and after-school activities are not counted as physical education.*** These play times are extras which give students opportunities to use what they have learned during instruction. Physical skills should be taught in sequence toward planned development of individual needs.

Student Needs K-3:

vigorous physical activity with frequent rest periods
activities to develop physical fitness, strength, body control and spatial awareness
running and climbing activities
opportunities to handle different sized and weighted objects and explore different body movements
games with simple directions and simple organization allowing maximum involvement
opportunities to learn and understand safety in play
feelings of success and accomplishment

The ideas presented introduce activities in a general progression for teaching physical education K-3. Skill areas complement each other for use in an integrated approach rather than for use as individual units.

Movement Exploration

Movement exploration at the K-3 level should give students many opportunities to explore the capabilities of their bodies to move in a variety of environments using a variety of stimuli. Included in this approach should be activities that give students practice in problem solving. Asking them to figure out a way to travel in a crowded room without colliding with someone else; to find a way to play a new ball game without using their hands or their feet; while working in a group, to develop a simple movement sequence or game would give them opportunities to try to find answers themselves to solve their own movement problems.

Creative Movement

Basic Locomotor . . . creep, crawl, walk, run, leap, jump, hop, skip, slide, gallop
Other Locomotor . . . dash, dart, stamp, whirl, waddle, skate, bounce, kick, spin, totter, sneak, slither, step, stride, shuffle, whisk, shake, pounce, float, roll, climb
Nonlocomotor . . . bend, stretch, pull, push, lift, swing, turn, twist, land, stop, pivot, dodge, fall, shrink, crumple, shake, squirm, strike, sink, sway, reach, tug, crouch, jerk, wave
Movement Qualities . . . sustained, percussive, vibratory, direct, firm, flexible

Body Awareness

Body Zones . . . upper half, lower half, right side, left side, front half, back half
Body Base . . . standing, sitting, kneeling, lying, on all fours
Body Shape . . . wide, narrow, twisted, round, symmetrical, asymmetrical
Body Parts . . . head, shoulders, neck, etc.

Spatial Awareness

Types . . . general, personal
Levels in Space . . . high, medium, low
Direction in Space . . . forward, backward, sideward, diagonal
Space Words . . . over, under, around, near, far, towards, away, onto, into, above, below
Air and Floor Patterns . . . straight, angular, closed, open, curved

Perceptual-Motor Activities (stimulus and motor response)

Auditory . . . listening skills (Simon says, whistle games)
Visual . . . tracking (swinging object, thrown object), shape and color discrimination
Tactile . . . develop sense of touch (compare surfaces of balls)
Directional . . . forward, backward, sideward
Lateral . . . right, left
Shapes . . . geometrical, numerical, alphabetical

Tumbling

Warm-up Activities . . . animal walks (elephant, seal, crab, etc.), bridge-up, back rocker, V-sit, rocking chair and other creative movement skills
Tumbling Activities . . . log roll, egg roll, forward roll, backward roll, variation rolls (straddle back and front), tripod, tip-up, headstand, handstand, cartwheel, roundoff
Partner and Group Stunts

Rhythms

Creative Movement . . . with and without music (see Creative Movement skills)
Simple Folk Dances
Singing Games
Rhythms with Apparatus . . . balls, hoops, homemade instruments, scarfs, ropes
Mime
Tinikling and Lummi Sticks
Marching
Rhythmic Qualities . . . beat interpretation, direction, level, accent, time, shape, space, force

Physical Fitness

Strength . . . exertion of force from a muscle or muscle group (e.g., sit-up, climbing, pull-up, push-up)
Agility . . . ability to change direction and maintain control (e.g., zig-zag run, dodge ball, jumping activities)
Power . . . using strength to apply force or explosion (e.g., tug-of-war, rope climb)
Endurance . . . prolonged muscle activity (e.g., running, dancing, rope jumping)
Flexibility . . . range of movement at joints (e.g., stretching, reaching, tumbling)
Speed . . . ability to move quickly and rapidly (e.g., running, jumping)
Posture . . . proper alignment of body segments (e.g., sitting, walking)

Small Equipment Skills

Balancing (e.g., even & uneven objects)
Bouncing (e.g., large & small objects)
Catching (e.g., large & small objects)
Climbing (e.g., on objects of different shapes & heights)
Juggling (e.g., objects of different shapes & sizes)
Jumping (e.g., objects of different shapes & heights)
Kicking (e.g., stationary & moving objects)
Striking (e.g., stationary & moving objects)
Throwing (e.g., underhand, overhand)

Games

An integral part of a well-planned program is the development of the skills of sportsmanship. Every student should have opportunities to perform as a teammate, the star, the loser, the winner, the offensive and the defensive player. Emphasis should be placed on participation through cooperation, not on competition.

Active
Chase
Partner
Quiet
Story
Creative
Relays
Lead-up
Classroom
Parachute

Relaxation

Lessons should include time for students to relax from exciting activities. This time will help them return to the classroom with minimal disruption, ready for work. Relaxation activities can be used to end a class, or as a total lesson to help students learn personal management.

Self-Testing

Students can gain the feeling of accomplishment through self-testing activities. Most activities in the units may be modified into a self-testing procedure (e.g., sit-ups, jumps, target throws, dashes)

Integration and Interdisciplinary Activities

Integration of academic subject matter into the physical education discipline deserves attention at all levels. Active learning, or learning an academic skill through physical activity, helps broaden the physical and mental scope of the students' total education programs. Ashlock and Cratty (see page 56) give examples of how physical education can be used to enhance academic abilities in subjects such as math and language arts.

Students may also get involved in interdisciplinary activities. Cooperative efforts with classroom teachers of other disciplines may develop concepts which meet many of the educational needs of students. Activities can become highly motivative experiences for all involved.

Equipment Ideas

At the K-3 level, often equipment is not suited for use by these students or the cost of purchasing equipment is prohibitive. Equipment modifications, such as the use of balloons, the inside bladders of old balls, newspapers, plastic jugs, etc., are often more readily available and more effective teaching tools in the K-3 curriculum. Christian, Corbin and Dauer (see page 51) have developed some materials in the areas of equipment modification and construction that are helpful in providing play equipment for each student.

Bean Bags
Yarn Balls
Nylon Balls
Whiffle Balls
Nerf Balls
Utility Balls
Parachute
Scooters
Cageball
Frisbees
Hoops
Wands
Inner Tubes
Benches
Walking Board
Balance Boards
Blocks
Saw Horses
Still Bars
Cargo Net
Vaulting Box
Horizontal Ladder
Chinning Bar
Rings
Trampoline (mini tramp)
Balance Beam
Pegboard

PHYSICAL EDUCATION GRADES 4-6

At the intermediate level, instruction should build on the skills learned at the K-3 level. The coeducational classes need to provide students with developmental activities, more specialized movement skills, and opportunities to develop greater physical fitness.

Educators should be creative and imaginative in their programs. They should try new techniques and ideas. Many different activities may be used to meet the needs of students. Teachers, keeping in mind the district goals, should consider all avenues when developing 4-6 curriculum.

Student Needs 4-6:

vigorous and challenging activities which require maxium use of muscles and increase physical fitness
opportunities to develop correct posture
a wide variety of activities to improve body movement patterns and develop fine motor skills
self-directed activities to develop responsibility and self-concept
opportunities to develop cooperation skills and demonstrate sportsmanship
opportunities to learn the purpose and values of physical activity

Students in the intermediate grades should experience a wide range of physical activities. Specialization in any one area will not allow them to reach their full potential.

Movement Skills

Since body movement is an essential part of life, instruction should provide students opportunities to develop proper body movement skills. Various movements may include:

Rocking	*Sitting*	*Shaping*	*Curling*
Twisting	*Climbing*	*Hanging*	*Kneeling*
Stretching	*Jumping*	*Collapsing*	*Balancing*
Turning	*Running*	*Standing*	

Tumbling

Heel Knock	*Handstand*	*Cartwheel*
Human Ball	*Headstand*	*Forward Roll*
Wheelbarrow Walk	*Twister*	*Measuring Worm*
Frog Stance	*Chinese Get-Up*	*Cup Stunt*
Elephant Walk	*Seal Crawl*	*Walking Chair*
Rooster Fight	*Double Roll*	*Backward Roll*
Tripod Headstand		

Gymnastics

Consideration should be given to the readiness of students for activities on gymnastic apparatus. The level of physical development will play an important role in the success of using certain pieces. Some skill development ideas for gymnastic equipment include:

Balance Beam Skills . . . safety, walk, V-sit, spotting, dip, angel balance
Bar Skills (Horizontal, Parallel, Uneven) . . . safety, spotting, grips, hang, swing, pull ups, straight arm support, straddle seat, knee hang, inverted hang, bird's nest, front pullover, hip pullover, hop travel, front dismount, rear dismount

Hanging Rope Skills . . . safety, spotting, grips, straight climb, pull ups, skin the cat
Ring Skills . . . safety, spotting, grips, basic swing, elevate to hip position, bird's nest, hip extension to inverted hang, return hip position, dismount
Vaulting Skills . . . safety, spotting, straddle vault, squat vault, flank vault, wolf vault, layout vault

Rhythms

Rhythms may be divided into areas (e.g., creative, singing, folk dance, basic).
Some examples of rhythmic activities:

Locomotor Movements to the Sound of a Hand Drum . . . walk, run, hop, jump, gallop, skip, leap, crawl, slide, roll, walk on heels, creep, tiptoe, walk backwards
Movement Echos and Canon . . . students imitate or echo movements after movement is given
Sequence Movements Done in a Line or Circle . . . e.g., move four beats, change direction, move eight beats to new space, hop four beats (e.g., the bunny hop)
Dances . . . creative, folk, square
Machines . . . people are the moving parts and each part has own sound; machine is built one part at a time until all parts connected
Demonstrate Feelings and Expression through Movements . . . students listen (e.g., to music, poetry), then act out their reactions to what they heard

Physical Fitness

Awareness of these factors may help in developing a successful fitness program: goals, individual student needs, student understanding of fitness, evaluation plan.

Some of the different activities which may be used to develop and improve physical fitness:

Skipping	*Jump and Reach*	*Rope Climbing*
Dashes and Sprints	*Knee Raise*	*Rope Jumping*
Distance Running	*Body Bender*	*Push Ups*
Lap Running	*The Propeller*	*Sit Ups*
One-foot Hop	*The Bridge*	*Pull ups*
Side Leg Raise	*Jumping Jack*	*Leg Extension*
The Sprinter	*Stride Hop*	*Wing Stretcher*
Head and Shoulder Curl	*Bicycling*	*Swimming*

Several physical fitness tests may be used for evaluation. One test that has national standards available for comparison purposes is the President's Council on Physical Fitness Test (Washington, DC 20201).*

Small Equipment Skills

Skills . . .	*Using, e.g.,*
Drop and Catch	Balloons
Drop and Catch Behind	Balls (e.g., nerf, beach, fleece)
Bounce and Count	Bean Bags
Bounce and Clap	Blocks
Throw, Clap and Catch	Cardboard Barrels
Catching on Different Parts of Body	Cardboard Discs
Tossing and Catching on the Move	Hoops

*For test manual, write AAHPER Youth Fitness, AAHPER, 1201 16th Street NW, Washington, DC 20036.

Partner Toss and Catch
Roll Back and Forth to Partner
Keep Object in Air with Knees
Spin Object and Run around It
Kick Object
Travel through Object while Moving
Making Bridge over and around Object
Jump in Different Directions
Jump with a Partner
Jump on Both Feet, Alternate Feet

Inner Tubes
Plastic Bottles
Ropes

Games

Using games at the 4-6 level requires careful planning. The games should appeal to students and be within their abilities. The rules should be simple and concise. The games should be related to the skills students have been learning. If creating a new game, pretest the game to prevent difficulties when given in class. Another idea is to have students help in developing new games.

Simple or low-organized activities (such as relays, dodge ball, forward pass, square soccer and others) may be used just for fun, or they may be used as lead-up to individual and team games. In relays teams should be small to avoid individuals' waiting for a turn in the game. Elimination activities should provide a means for students to earn their way back in. These activities may lead to games such as:

Individual and Dual Games

Tetherball
Handball
Shuffleboard
Wall Volley
Table Tennis
2 or 4 Square
Badminton
Golf
Horseshoes
Relays

Group and Team Games

The emphasis in group and team games should be on skill performance, team play and sportsmanship. Students need to learn that winning is not the most important product in the game.

Basketball . . . skills—passing, catching, pivoting, dribbling, shooting, defense, basic rules
lead-up games—horse, shortshot, twenty-one, sideline
Flag Football . . . skills—passing, catching, kicking, punting, basic rules
lead-up games—pass ball, punt ball, keep away
Hockey (Indoor/Gym) . . . skills—passing, dribbling, stick handling, shooting, defense, basic rules
Soccer . . . skills—dribbling (obstacle), trapping, punting, heading, kicking, passing, basic rules
lead-up games—circle soccer, line soccer, dribbling relays, soccer tag
Softball . . . skills—throwing (overhand and underhand), catching, batting, basic rules, base running, fielding ground balls, fielding fly balls
lead-up games—500, long ball, double or nothing, first bounce or fly
Track and Field . . . skills—long jump, high jump, sprints, distance running, running technique, relays, throwing activities, basic rules
Volleyball . . . skills—serve, overhand pass, forearm pass, basic rules

Aquatics

Curriculum for swimming is usually divided into skill groups according to level of ability. Authorities in swimming have developed different approaches for the scope and sequence of these skills. While the skills are the same, approaches do differ on when to introduce certain skills. Teachers should review various resources to determine which approach is best for their students.

Instruction at grades 4-6 should include aquatic skills even if a swimming pool is not available. Many skills may be presented without a pool (e.g., drown proofing, land rescues, artificial respiration, cardiopulmonary resuscitation–CPR).

Relaxation

Relaxation activities should help students make transfers from vigorous physical activities to regular classrooms. These activities may also help students deal with stress and tension. Activities may be used to end a lesson or introduced as a full unit of study.

Self-Testing

Most individual activities may be modified into a self-testing procedure. Any activity which challenges students to perform a task better than they performed it earlier may be viewed as self-testing. Improvement measured through self-testing may give students feelings of success and accomplishment.

Integration and Interdisciplinary Activities

The integration of other disciplines into physical education may have a positive impact on the total education program of the school. Actively using math, reading, health, etc., in physical education may help students understand the relationships of other subjects to physical education.

Developing cooperative activities between teachers of other subjects and physical education can be a very worthwhile experience for everyone involved. Interdisciplinary activities are possible in nearly every subject. The success of these activities depends upon the planning and cooperation of the teachers.

PHYSICAL EDUCATION GRADES 7-9

At the 7-9 level, instruction needs to continue building on the skills taught at the K-6 levels. Students should be given an opportunity to improve fine motor skills and to experience a variety of activities that use these skills. Emphasis should be on vigorous physical activity, cooperative group games and introducing students to individual activities.

Student Needs 7-9:

- vigorous physical activity for cardiovascular fitness and overall physical development
- opportunities to further develop and use fine motor skills
- opportunities to learn about changes in body growth and its affects on skills
- activities which require group cooperation and sportsmanship
- opportunities to become aware of individual differences, accept others for what they can do and acquire a feeling for helping others
- encouragement, praise, a feeling of belonging and opportunities to develop a positive self-image
- opportunities to develop greater responsibility for behavior

The curriculum at this level should provide for progression of skill development and a variety of activities. It is important that the activities selected be suited to the growth and development of the students. The curriculum ideas presented are to be used as a point of departure. The actual curriculum will depend on the program goals, student readiness and creativity of the teachers.

Tumbling

Beginning Skills . . . safety and spotting, use and care of equipment, tripod, tip-up, forward roll, backward roll, cartwheel, shoulder roll, headstand, bridge-ups, momentary handstand, egg sit, turk stand

Intermediate Skills . . . safety and spotting, use and care of equipment, diving forward roll, headspring off mat, handstand forward roll, combination—forward roll/backward roll, straddle roll—forward and backward, horizontal stand, backward roll to headstand, backward extension roll, back handspring, partner rolls, diving cartwheel, round-off

Advanced Skills . . . safety and spotting, use and care of equipment, tip-up, walking on hands, diving flip over mat, partner tumbling stunts, front and back walkovers, front handspring

Gymnastics

Before using any apparatus, everyone in the class should review safety and spotting techniques. Students' readiness to work on the equipment needs to be carefully evaluated as they progress through the skill levels. The following are ideas for skill development on various pieces of apparatus.

Balance Beam Skills

Beginning . . . front support mount, knee mount, walk, dip walk, walk backward, hop, run, skip, standing two-footed pivot, squatting two-footed pivot, poses, V-sit knee scale, jumping dismounts, knee scale dismount

Intermediate . . . stag mount, tuck-vault mount, waltz step, stride leap, cat leap, single leg kick forward half turn, poses, tuck forward roll, round-off dismount

Advanced . . . wolf vault mount, straddle vault mount, hitch kick, half squat half straddle-half turn, poses, backward roll, cartwheel, handstand half-turn dismount, baroni

Bar Skills

Horizontal Bar

Beginning . . . regular grip, mixed grip, reverse grip, pullover, mill circle, knee uprise, swing, swinging grip changes, under bar dismount, rear support

Intermediate . . . kip, single leg cut away, straddle on, cast stutz, sole circle dismount

Advanced . . . kip to support, back hip circle, German kip, back kip, 3/4 giant, back uprise, front hip circle, simple fly away

Parallel Bars

Beginning . . . corkscrew mount, straight arm walk, pirouette, straddle walk, end swing dismount, standing swing, L-support

Intermediate . . . springboard mount, dip swing, rear swing side dismount, shoulder roll to straddle sit, back uprise

Advanced . . . shoulder stand to straddle sit, shoulder stand swing through to straight arm support, front and back swing side dismount, front uprise, kip mount, single leg cut dismount

Uneven Parallel Bars

Beginning . . . inverted tuck knee rise mount, pullover mount, in-bar pullover, back hip circle, mill circle, cast, skin the cat, flank dismount from stag sit, half turnwrap arabesque, underswing dismount, forward roll over top bar, skin the cat dismount

Intermediate . . . whip pike mount, stem rise, knee-hang hip circle, cast beat, single leg shoot through, flank dismount from front support, cast straddle-underswing dismount, cherry drop dismount, monkey turn

Advanced . . . vaulting back hip circle mount, glide kip, front hip circle, cast wrap, underswing dismount from high bar

Floor Exercise Skills

Beginning . . . forward roll, tuck, straddle forward roll, tuck backward roll, straddle backward roll, no-handed forward roll, dive forward roll, headstand roll-out, kick-up handstand, cartwheel, dance moves, Swedish fall, side scale, L-sit, front and back supports

Intermediate . . . back roll to handstand, handstand to forward roll, diving cartwheel, whip cartwheel, one-handed cartwheel, splits, round-off, headspring, front handspring, dance moves, pin-wheel, kip-up

Advanced . . . front handspring, front limber, Arabian limber, walkovers, back handspring

Ring Skills

Beginning . . . swing, inverted hang, piked inverted hang, basket hang, skin the cat dismount, hanging L-sit

Intermediate . . . single leg cut, skin the cat & back to inverted hang, inlocate, straddle dismount, piked inverted hang to rear swing dismount, muscle up

Advanced . . . dislocate, back uprise, shoulder stand, L-sit above rings

Vaulting Skills

Reuther Board

General . . spacing between vault and board, proper approach, proper hurdle to board, proper progression to first vault, getting on top of vault, jumping from vault to mat

Buck

Beginning . . . run and take off, squat on, squat over, straddle on, straddle over

Intermediate . . . flank vault (both sides), wolf vault, pike handspring, horizontal squat vault, diving roll onto a mat

Advanced . . . pike handspring, thief vault, stoop vault, diving roll over buck, round-off

Long Horse Vault

Advanced . . . straddle vault, squat vault, handstand pivot cartwheel, forward roll, handspring, round-off

Pommel Horse

Beginning . . . front support, walk around, two-hand swing, single leg scissor, leg cut

Intermediate . . . single leg side travel uphill, rear support, right leg over and back, left leg over and back, both legs over and back

Advanced . . .half low double, scissor, flank over dismount, reverse, scissor, combination moves

Rhythms

Beginning . . . walking, jumping skipping, hopping, galloping, sliding, dancing (folk, square, social, disco), lummi sticks, tinikling

Intermediate . . . dancing (folk, square, interpretive, social, disco, popular dance of the day), rhythmic gymnastics (movement with balls, ropes and hoops)

Advanced . . . dancing (folk, square, interpretive, social, disco, popular dance of the day), rhythmic gymnastics (movement with balls, ropes, scarves, wands and hoops)

Physical Fitness

Beginning . . . awareness of fitness, cardiovascular fitness (jogging), exercises, obstacle courses, posture, weight control, testing, scoring and recording of fitness tests

Intermediate . . . awareness of fitness, cardiovascular fitness (jogging), circuit training, exercises, obstacle courses, posture, weight control, weight training, testing, scoring and recording of fitness tests

Advanced . . . awareness of fitness, cardiovascular fitness (aerobic and anaerobic), circuit training, cross country running, exercises, nutrition, posture, weight control, weight training, testing, scoring and recording of fitness tests

Games

Games offer opportunities for students to use many of the skills they have been learning. Team games give students opportunities to work cooperatively to achieve certain goals. The emphasis in games should be on improving skill performance and sportsmanship.

In all game skills, the lessons should include safety procedures and reviews of earlier skills. Students need to learn the importance of body position, principles of opposition, transferring weight, eye contact (e.g., throwing a ball right handed, left foot is forward), etc., that apply to most game skills.

Individual and Dual

Archery

Beginning Skills . . . stringing and bracing bow, addressing target, nocking arrow, drawing bow, holding, point of aim, release, follow through, removing and retrieving arrows, scoring, safety
Intermediate Skills . . . scoring, safety, increase distance, bowsight
Advanced Skills . . . trajectory shooting, construction of arrows, use of range finders

Badminton

Beginning Skills . . . forehand, backhand, serve, game play, rules, scoring, safety
Intermediate Skills . . . smash, drop shot, drive, beginning strategies for singles and doubles, game play
Advanced Skills . . . clears, hairpin, strategies and tactics, game play

Cross Country

Beginning Skills . . . conditioning, basic techniques, safety
Intermediate Skills . . . interval training, differences in techniques
Advanced Skills . . . long distance techniques

Tennis

Beginning Skills . . . grip, forehand drive, backhand drive, serve, game play, volley, rules, scoring, safety
Intermediate Skills . . . placing drives, beginning strategies for single and doubles, game play
Advanced Skills . . . lob, chop, slice, smash, game strategies, game play

Track and Field

Beginning Skills . . . rules, safety, starts, sprints, short distances, running long jump, high jump, softball throw, shot put, discus, relays
Intermediate Skills . . . rules, safety, hurdles, sprints, distances, relays, finishes
Advanced Skills . . . triple jump, pole vault, javelin, distances

Team

Basketball

Beginning Skills . . . dribbling, chest and bounce passes, two-hand set shot, guarding, foul shooting, lay-up, lead-up games, rules, positions, violations, fouls, safety

Intermediate Skills . . . pivoting, two hand overhead pass, offense, defense, rebounding, lead-up games, rules, positions, violations, fouls, safety

Advanced Skills . . . jump shot, one hand push shot, defenses and offenses, hook shot, rules, positions, violations, fouls, safety

Flag Football

Beginning Skills . . . passing, catching, punting, receiving, centering, running with the ball, rules, positions and safety

Intermediate Skills . . . place kicking, blocking, defensive formations, offensive formations, rules, positions, safety

Advanced Skills . . . pass patterns, hand-off, combinations, single wing, T and punt formations, pass defense, run defense and kick defense, rules, positions, safety

Hockey (Field or Gym)

Beginning Skills . . . dribbling, passing, stopping, driving, bullying, shooting, game, rules, safety

Intermediate Skills . . . dribbling, passing, stopping, driving, rules, bullying, shooting, long corner, short corner, obstruction, off-sides, safety

Advanced Skills . . . lunging, tackling, marking an opponent, rules, safety, strategies

Soccer

Beginning Skills . . . kicking, trapping, dribbling, heading, passing, lead-up games, rules, safety

Intermediate Skills . . . kick-off, free kick, corner kick, penalty kick, goal kick, throw-ins, lead-up games, rules, safety

Advanced Skills . . . blocking ball with various parts of body, punting for the goalkeeper, team tactics and strategies, tackling, safety

Softball

Beginning Skills . . . batting, throwing, catching, bunting, field grounders, fly balls, pitching, lead-up games, game play, rules, game, positions, safety

Intermediate Skills . . . tagging base runners, covering bases, force play, sacrifice, game play, bunting, rules, game positions

Advanced Skills . . . throwing to the bases, stealing, double plays, relays, game play, rules, game, positions, safety

Volleyball

Beginning Skills . . . forearm passing, setting (overhead pass), underhand serve, lead-up games, rules, game, safety

Intermediate Skills . . . spiking, overhand serve, blocking, rules, game, safety, net play

Advanced Skills . . . two player block, dink, 4-2 offense, center back up defense, game, rules, safety

Aquatics

Skills are usually divided into groups according to level of student ability and readiness. Approaches for the scope and sequence of skills differ. While the skills are the same, approaches do differ on when to introduce the different skills. Teachers will need to review various resources to determine which approach is best for their students.

Many aquatic skills may be taught without a swimming pool. The physical education curriculum should include these skills until a pool is available for the instruction.

Some school districts are joining with communities to develop recreation centers which include a public swimming pool. Consideration should be given to this joint project idea.

Some aquatic skills that may be included in the instruction:

Breathing Holding	*Diving*	*Distance or Timed Swim*
Rhythmic Breathing	*Leg Kicks*	*Underwater Swim*
Float	*Armstrokes*	*Water Games*
Glide	*Turns*	*Swimming Safety*
Treading Water	*Backstroke*	*Boating Safety*
Drown Proofing	*Breaststroke*	*Basic Lifesaving*
Crawl Stroke	*Sidestroke*	*Land Rescues*
Safety	*Back Crawl*	*Artificial Respiration*
Rescue	*Swimming on Back*	*Cardiopulmonary Resuscitation (CPR)*

Lifetime Activities

Beginning . . . table tennis, deck tennis, frisbee, new games, hacky sack, tags, relays, cageball, parachute games, roller skating

Intermediate . . . recreation games, table tennis, hacky sack, deck tennis, roller skating, cageball, hiking, frisbee, horseshoes, handball, new games, bicycling, racquetball

Advanced . . . golf, ice skating, bowling, racquetball, bicycling, hiking, hacky sack, horseshoes, frisbee, handball, orienteering, backpacking, canoeing, cross country skiing, camping

Relaxation

Relaxation activities should continue with the skills started in the K-6 years. Activities might include explaining the affects of tension and stress on mental health and physical fitness. Students should learn how to use these skills in situations outside the school. Relaxation activities may be presented as a full course of study or used to end a daily lesson.

Self-Testing

Any of the individual skills introduced may be adapted to create a self-testing activity. Self-testing activities will give students opportunities to become aware of personal growth, strengths and areas in need of improvement. These activities may motivate students to self-improvement goals.

Integration and Interdisciplinary Activities

Integrating other disciplines into the physical education program may have positive results. Learning activities such as having students use math skills for scoring and keeping statistics may be very successful. Using integration activities may help students understand how other disciplines relate to physical education.

Interdisciplinary activities which require cooperative planning efforts of teachers in other disciplines with those in physical education can be very important to the total school program. One activity might be for the music, social studies, and physical education teachers to develop a unit on different cultures. Another idea is for the math, science, health and physical education teachers to create a complete fitness unit. The planning and cooperation of the teachers will determine the success of these activities.

PHYSICAL EDUCATION GRADES 10-12

Instruction for grades 10-12 should be designed for individual students. Lifetime activities should be emphasized, as well as a balance of course offerings from all recognized physical education areas.

Student Needs 10-12:

- opportunities to learn the value and function of activity in relation to health and total fitness
- opportunities to attain and maintain a desired level of physical fitness
- greater proficiency and mastery of basic physical skills
- purposeful and creative activities
- knowledge of rules, safety and game strategies
- opportunities to develop self-reliance, independence, self-respect and a positive self-image
- opportunities to recognize that abilities, attitudes, background and personalities of individuals differ

Curriculum in the upper grades should offer opportunities for students to make responsible choices relative to their individual needs and interests. The following ideas show different activities which curriculum may include to meet individual student needs. The level of instruction will be dependent upon the individual student skill performance in the various activities. Program goals, student needs and creativity of teachers should determine what the actual curriculum will be.

Tumbling and Gymnastics

These activities should provide opportunities to build upon previously learned skills, to develop more complex body movements and to utilize creativity in composition. Special emphasis should be placed upon safety in relation to the activities.

Stunts and Tumbling	*Pommel Horse*	*Balance Beam*
Long Horse	*Parallel Bars*	*Horizontal Bars*
Buck	*Uneven Parallel Bars*	*Floor Exercise*

Physical Fitness

Activities for fitness should emphasize the importance of developing an understanding of the nature and value of fitness, so that students will continue to engage in body conditioning throughout their lives. Valid fitness tests may be used to determine physical abilities and evaluation of progress.

Weight Control	*Jogging*	*Improvement of Body Mechanics*
Nutrition	*Weight Training*	*Posture*
Aerobics	*Water Exercises*	*Body Conditioning*

Games

Games at the 10-12 level should build on the skills presented in the earlier years. Many of the games available may be considered lifetime sports.

Individual and Dual

Track and Field

Students in this activity should attempt to improve upon a selected number of track and field activities and techniques. They should continue to develop understandings and appreciations of track and field as participants and as spectators.

Running
- *Sprints*
- *Middle Distance*
- *Distance*
- *Cross-country*
- *Relays*

Jumping
- *Long*
- *High*
- *Triple*

Throwing
- *Javelin*
- *Discus*
- *Shot Put*

Hurdling
Pole Vaulting
Pentathlon
Decathlon

Curriculum ideas for other individual and dual games have been included under Lifetime Activities in the next section.

Team

These games should enhance students' proficiency in several games. Knowledge, attitudes and techniques should be reinforced at this level. A team sport also provides for competition and for the understanding necessary to be good spectators. Some of these games can also be lifetime pursuits.

Volleyball
Basketball
Softball
Soccer
Speedball
Speed-a-Way
Field Hockey
Rugby
European Team Handball
Water Polo
Ice Hockey
Football (flag, touch, Hawaiian)
Lacrosse
Flash Ball

Lifetime Activities

Physical education should become an important and natural part of an individual's lifestyle. It is essential that young people learn how to play and use their free time in a positive and enjoyable way. Here are some of the many different areas which should be considered when developing lifetime activities.

Aquatics

The purpose of aquatics is to provide water-survival and other water-related activities where opportunities exist. Some of these activities are possible without a pool.

Skill Level Swimming
Diving
Synchronized Swimming
Water Safety
Scuba
Snorkeling
Lifesaving

Water Related Activities
- *Boating (canoeing, crew, sailing, motor boating)*
- *Water Skiing*
- *Boat Safety and Navigation*

Individual and Dual Games

These activities provide students with opportunities to develop more complete techniques and skills in sports for adult life.

Tennis
Golf
Badminton
Bowling
Archery
Fencing
Racquetball
Skating (ice and roller)
Handball
Cycling

Outdoor Education

Activities here provide students with opportunities to take advantage of their specific geographical environment and to learn the use of, care of and understanding of natural resources.

Skiing (cross-country/downhill)
Fly and Bait Casting
Hiking
Camping
Backpacking
Orienteering
Trail Riding
Outdoor Survival
Snow Shoeing
Snow Sledding
Mountain Climbing
Snow Camping

Recreational Games

These activities provide students with knowledge and skills needed for participation in those games which may be available in the school, home and community (these activities can also be beneficial for the adaptive student, limited space and inclement weather).

Shuffleboard
Frisbee
Croquet
Table Tennis
Foos Ball
Lawn Darts
Ring Toss
Deck Tennis
Darts
Miniature Golf
Horseshoes
Billiards
Jai Alai
Track Ball
Hacky Sack

Rhythms

Rhythms provide opportunities whereby students can gain feelings of adequacy and comfort within social situations, and whereby they may also create and compose.

Folk
Square
Social
Creative
Disco
Jazz
Ballet

Relaxation

Developing relaxation skills should be considered a lifetime activity. Students should develop these skills for use now and later. Activities may include skills development, learning how tension affects the body and how to deal with stress situations.

Stretching
Posture
Nutrition
Breathing
Jogging
Exercises

Self-Testing

Activities of this type offer students opportunities to learn self-testing techniques which can be used to evaluate themselves throughout life. Students may develop personal goals and methods to evaluate their progress and needs for improvement.

Fitness Test
Skill Test
Individual Programs
Contracts
Independent Study
Performance Goals

Additional Activity Ideas

Other activities could be offered according to locale and availability of knowledgeable personnel. Activities afford opportunities for students and teachers to create subject units.

Rodeo
Martial Arts
Gun Safety
Circus
Equestrian

Integration and Interdisciplinary Activities

Integrating other disciplines into physical education activities is an idea worth consideration. Learning activities such as having students use writing skills to prepare written reports on a gymnastics meet or other contest have proven to be successful. Integrating activities may help students learn how other disciplines relate to physical education and their total education.

The physical education program should consider involving students in interdisciplinary activities. Cooperative efforts with other disciplines may develop relationships which meet total educational needs of students. Activities can become highly challenging and rewarding experiences for all involved.

Foreign Language
- *Folk Dancing*
- *Ballet*
- *Fencing*

Social Studies
- *Folk Dancing*
- *Social Dancing*
- *Square Dancing*
- *Martial Arts*

Drama
- *Jazz Dance*
- *Creative Dance*
- *Choreography*
- *Fencing*
- *Synchronized Swimming*

English
- *Jogging Awareness*
- *Reading*
  - *game rules*
  - *safety*
  - *creative dance to choral reading*

Math
- *Conditioning*
- *Weight Training*
- *Fitness Testing*
- *Track and Field*
- *Cycling*
- *Boating Navigation*
- *Orienteering*

Home Economics
- *Conditioning*
- *Posture*
- *Weight Control*
- *Nutrition*
- *Survival*
- *Outdoor Cookery*

Health Education
- *Nutrition*
- *Fitness*
- *Relaxation*
- *Safety*

Science
- *Outdoor Education*
- *Pulse Rates*
- *Mechanical Principles of Movement*

Art
- *Jogging Awareness*
- *Dance*

Interdisciplinary Examples

Jogging Awareness (Art, English and Physical Education departments)

Unit Length—15 days

Physical Education Activity
- Variety of runs paying attention to
  - color
  - sound
  - elements
  - terrain
  - blind (with a partner)
  - run with someone else

Interrelated Activities
- Expression of feelings through
  - poetry
  - creative writing
  - drawing and painting

Track and Field (Math and Physical Education departments)

Unit Length—15 days

Activities
- Pace Running
- Interval Running
- Use of Metric Measurement
- Use of Tape Measure and Stop Watch
- Heights and Weights
- Workout Planning

Interrelated Activities
- Computer Training Programs
- Conversion Tables (distance, time, weights)
- Projectile Formulas

Creative Dance to a Choral Reading (Music, English and Physical Education departments)

Activities
- English class develops a choral reading and practices the reading in class
- Dance class creates movements to express the feeling of the reading
- The two groups combine for practice and the final performance

INTEGRATED PHYSICAL EDUCATION ACTIVITIES K-12

The idea of integrating other disciplines into physical education activities is an educational concept that has proven to be very successful. In the curriculum sections for each grade level, integration activities have been suggested. Active learning, or the learning of other academic skills through the medium of physical activity, may help students in all areas of the school program. These activities may also show students the relationship of other subjects to physical education.

To aid in developing integrated physical education activities, some examples have been prepared. These ideas represent only three of the many areas that may be integrated into the K-12 physical education program.

Career Education and Physical Education

Integrating career education into physical education may involve explaining possible careers while introducing new physical activities, or it may mean developing an entire unit to emphasize career education in physical education. Career education may be divided into awareness, exploration and preparation. Ideas have been prepared using these three career education divisions.

Awareness Activities

listing career opportunities in physical education and recreation
field trips—parks, YMCA, sports store, recreation center, etc.
guest speakers—sports reporter, trainer, coach, etc.
discuss fitness needs in various careers—park guide, pro bowler, coach, etc.
discuss physical skill needs in various careers—forest ranger, sports manufacturer, pro football player, etc.

Exploration Activities

students assigned to local business for on-the-job observation—sports store, recreation center, etc.
students select physical education-related career for in-depth study—reading, field trips, etc.
students organize and carry out public basketball game, to include career opportunities—coaches, program writers, trainers, players, business managers, announcers, technicians, media positions, etc.

Preparation Activities

physical education student aide in elementary, junior and senior high school physical education classes
determine specific job requirements for a certain career position (e.g., teacher—college education, specific courses, certification, etc.)
acquire specific skills for specific job (e.g., sports reporter—communication skills, writing skills, typing, observation skills, public relations, etc.)

These are a few of the many career education activities which may be integrated into physical education. Each staff will have to determine what is the best approach for local students based on needs, interests and program goals.

Environmental Education and Physical Education

One of the more natural areas to integrate into physical aetivities K-12 is environmental education. Many physical education activities depend on the environment. Learning activities which will help students learn proper use of, care of and importance of the environment to physical education are relatively easy to develop.

Some physical activities which may be designed to include environmental education information and materials are

Backpacking	*Mountain Climbing*	*Physical Fitness*
Jogging	*Bicycling*	*Orienteering*
Water Sports	*Hiking*	*Survival Education*
Skiing	*Camping*	*Outdoor Education*

How much environmental education should be included in the physical education program will depend on programs goals, teacher interest and student needs. The ideas presented represent only a few of the many physical activities that might include environmental education.

Reading and Physical Education

Many teachers realize that physical education has its own language and that each sport and game has its own terms. When this language and terms are printed in rules, written in tests, etc., reading skills become important to the success of physical education students.

Some of the reading skills demonstrated as necessary in physical education K-12 include specialized vocabulary, relating information, following directions and applying ideas. The following activities are some examples of physical education learning activities which require reading skills.

Specialized Vocabulary

Activity

Each word listed goes with a special sport or activity. Try to match the correct word with the right sport.

block – ?	putt – ?
pivot – ?	spike – ?
hurdle – ?	slalom – ?
bunt – ?	tack – ?

Dictionary Usage

Activity

Have students make a sports dictionary which would include the specialized sports terminology.

Comprehension

Activity

Give students a list of safety rules pertaining to physical activities. The students should give the purpose of these rules by stating what might happen if they are not followed.

Activity

When teaching a sport, list some common faults of execution and have the students list the effects of these faults.

Many other activities may be used to increase the students' understanding of physical education by using reading skills. Other ideas include giving reading assignments for specific sports, using charts and graphs during instruction, and having students read to solve problems presented in certain physical activities.

The results of integrating reading into physical education may be to improve student skills in physical education and reading. Student needs and program goals will determine the amount of reading activities that will be included in physical education.

K-12 Performances

Did the activities work? Did the program reach its own goals? Were performances what teachers expected? These and other questions should be answered as objectively as possible in an effort to improve the K-12 physical education program.

PHYSICAL EDUCATION ASSESSMENT

In the Goal-Based Planning for Physical Education section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

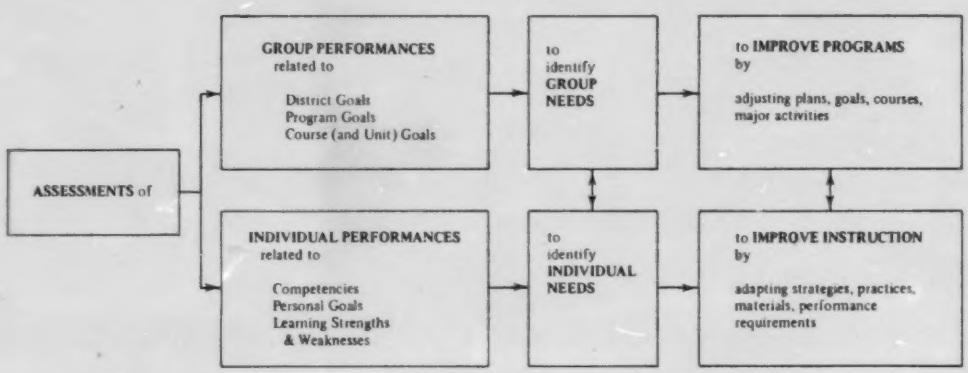
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the physical education program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the physical education program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes physical education teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes physical education teachers desire for, say, *Freshman Physical Education?*

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the physical education program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

Suggested assessment strategies may take many forms. Some techniques may include:

Basis:	student performance on
	teacher-made
	—pretest
	—diagnostic test
	—quiz
	standardized test—e.g., rules, fitness
	skill test
	project
	student evaluation report (pupil reaction to own progress)
Basis:	teacher observation
	casual observation (in and out of class)
	small group
	interview
Basis:	both student performance and teacher observation
	personal fitness
	teamwork
	class dialogue

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

PERFORMANCE TESTING

In most physical education classes, teachers see a variety of abilities. A baseline of student performance should be established after a few days of orientation to the class. Teachers should be aware of the varied student abilities and the need to take students from where they are and help them to improve their skills. Testing student performance is one method that may be used to determine skill improvement.

Testing procedures vary, and deciding which tests are appropriate depends on the program goals and district philosophy. How much testing is necessary will depend on student needs, goals and the district position on tests. Evidence should be available to show that students have met program goals.

In addition to these tests, measurement may be used to determine ability levels at the beginning of units, at the conclusion of units and for grading purposes. Assessment of student performance in physical education should be as objective as possible. One method used is a short checklist of skills accompanied by the degree of proficiency. Such a list should be easily scored and simple to use.

Teachers frequently discover that physical skill is not indicative of knowledge relative to rules, strategy, concepts, mechanical principles or motor efficiency. Knowledge measurement may be accomplished by short quizzes and accompanying discussions. Such testing may be useful in determining that students are being educated both physically and mentally.

Testing is an important tool to be used in conducting educational endeavors. Some words of caution, however, may serve as reminders or suggestions for testing. These suggestions may be found in Appendix I.

Self-testing activities are valuable in providing a method for students to assess their performances alone or in small groups. Pulse ratio tests, such as the Harvard Step Test, Tuttle Pulse Ratio Test and others, may prove valuable when the student leaves school as a method of providing a rough assessment of cardiopulmonary efficiency. It is important that such information is provided so that students have self-testing tools for lifetime use.

Educators can retrieve valuable information by the use of testing procedures. Tests may be used soundly to assess comparative training programs, instructional techniques, motivational techniques, etc. Such information obtained by teachers can be of value in determining teaching procedures for the future.

REPORTING STUDENT PERFORMANCES

Reporting student performances is an important component in the physical education program. Reporting may be done by using letter or numerical grades, pass-fail marks, written evaluations, checklists, etc. The reporting in physical education should follow the same procedure which has been established for the other disciplines in the school. The system for each school will be determined by district policy and goals.

All teachers should clearly understand the reporting system selected. Students and parents should also know how the reports will be prepared. Before any instruction takes place, all students should be told what will be expected of them, how performance will be assessed and how reports will be prepared. Explaining these procedures may alleviate misunderstandings by teachers, students and parents.

Whatever the system, the report should represent an accurate picture of student performance. More and more students and parents are becoming concerned about how performance is measured and reported. A teacher who keeps an accurate record of performance should not have difficulty responding to parent and student concerns.

Any time a report is challenged, it is the duty of the teacher to substantiate the mark or statement assigned. Teachers do make errors. Teachers should not hesitate to go back through their records to determine whether errors were made, or to show students and parents why particular marks were assigned.

Performance reports should never reflect partiality. Each student is entitled to fair and equal treatment and should be judged accordingly. Sometimes pressure is applied to teachers to report more favorable performances, but, in these situations, teachers should face the pressure. Teachers should not compromise in reporting student performances.

Performance reports provide information for students. The emphasis of the reports should be on individual student growth and development in relation to student needs and program goals. Such information should be a continual process, not just at the conclusion of a six or nine week period. Students and parents have a right to know how students are doing at any given time. Having this information readily available may be beneficial to the parents, students and the total physical education program.

TEACHER PERFORMANCES

To perform responsibly, teachers should assess themselves as well as their students. Teachers know instinctively when an instructional period has gone well and when it has gone poorly. They would do well to make notes on lesson plans, as reminders to themselves, what areas to emphasize and build upon and what areas need complete revision.

Lesson plans and unit plans should constantly be refined from lesson to lesson and unit to unit so that the instruction progressively gets better. The best teaching method is the one that meets the goals. No one method is best in all instances. Some general procedures may be used as guidelines, but techniques involved may vary from situation to situation. A list of guidelines may be found in Appendix J.

Regular feedback from students may be of significant value to teachers. Isolated comments, favorable or unfavorable, may not be of consequence; however, if such comments tend to form a pattern, teachers should direct attention to the situation and adjust accordingly. By doing so, teachers can strengthen good instructional techniques and eliminate poor ones. Teachers should use a simple format for requesting feedback and it should be constructed so that student anonymity may be preserved.

Teachers as well as students need to strive for perfection. Teachers should attend conferences and clinics in search of teaching methods that might improve their instruction. They should analyze such methodology carefully to be sure it will suit their situation. They should not hesitate to ask questions of professional colleagues, both within and outside the state. Professional associations exist primarily to encourage good teaching and teaching techniques.

PROGRAM PERFORMANCES

The K-12 physical education program was developed to meet carefully established program goals. Program performances depend on all the components (i.e., goals, needs, planning, curriculum, teachers, assessment) which make up the program. Performance may be determined by assessing whether the goals are being met.

The inventory of the program must be as objective as possible. Various methods may be used to assess the program. One method is a simple checklist involving the components of the program. An example of a checklist is provided in Appendix K. Other methods to assess program performance may be found in the materials listed in the Resources section.

Assessment is very important to the cycle of program development. If assessment shows areas not meeting the goals, then changes in the program are necessary. The areas not meeting the goals should be corrected as soon as possible. To develop a strong K-12 physical education program, assessment and evaluation should be a scheduled and continuing process.

Resources

Planning

GOAL-BASED PLANNING FOR PHYSICAL EDUCATION

Oregon Department of Education. *Elementary-Secondary Guide for Oregon Schools: Part I, Minimum Standards for Public Schools* (Salem, OR: Oregon Department of Education, 1976)

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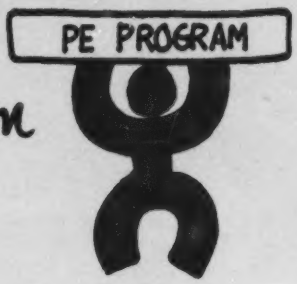

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Torney, John A. and Robert D. Clayton. *Aquatic Instruction, Coaching and Management* (Minneapolis, MN: Burgess Publishing Company, 1970)

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Special Resources

Backpacking – Sierra Club, local areas
Boating – Boat Clubs, local areas
Camping – Forest Service, local areas
Fishing – Rod and Reel Clubs, local areas
Hiking – Forest Service, local areas
Hunting – Gun Clubs, local areas
Orienteering – Orienteering Services USA, PO Box 547, La Porte, IN 46350

INTEGRATED PHYSICAL EDUCATION ACTIVITIES K-12

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Gilbert, Anne Green. *Teaching the Three R's through Movement Experiences* (Minneapolis, MN: Burgess Publishing Company, 1977)

Humphrey, James H. *Improving Learning Ability through Compensatory Physical Education* (Springfield, IL: Charles C. Thomas Publishing, 1976)

Oregon Department of Education. *Planning Health Education Programs in Oregon Schools* (Salem, OR: Oregon Department of Education, 1978)

Other Program Resources
at
Oregon Department of Education

Career Awareness Specialist
Environmental Education Specialist
Health Education Specialist
Language Arts Specialist
Math Education Specialist
Music Education Specialist
Reading Education Specialist
Science Education Specialist

K-12 Performances

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Vannier, Maryhelen and David L. Gallahue. *Teaching Physical Education in Elementary Schools* (Philadelphia, PA: W. B. Saunders Company, 1978)

PROFESSIONAL ORGANIZATIONS

American Alliance for Health, Physical Education and Recreation (AAHPER) 1201 16th Street NW, Washington, DC 20036

American Association for Leisure and Recreation (AALR), AAHPER address

National Association for Girls and Women in Sport (NAGWS), AAHPER address

National Association for Sport and Physical Education (NASPE), AAHPER address

National Dance Association (NDA), AAHPER address

Oregon Association for Health, Physical Education and Recreation (OAHPER) *OAHPER Journal*, Physical Education Department, Portland State University, Portland, OR 97207

Physical Education Public Information (PEPI) NASPE/PEPI, AAHPER address

Appendixes

A Oregon Regulations
B Title IX and Physical Education
C Public Law 94-142
D Equipment and Supplies
E Facilities and Space
F Physical Education Safety Checklist
G Request for Recommendations
H Alternative Designs
I Suggestions for Testing
J Performance Guidelines for Teaching Methods
K Program Performances Checklist

APPENDIX A

OREGON REGULATIONS

Applicable Oregon Revised Statutes

659.150 Discrimination in Education

This statute defines discrimination to mean . . . *any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, handicap, national origin, race, marital status, religion or sex.*

The effect of the statute on education is that . . . *No person in Oregon shall be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.*

Applicable Administrative Rules for Oregon Education

581-21-045	Discrimination Prohibited
581-21-046	Program Compliance Standards
581-22-208	Instructional Planning
581-22-218	Educational Program
581-22-221	Elementary Instructional Programs
581-22-222	Elementary Instruction Applicable to Required Competencies
581-22-226	Graduation Requirements
581-22-231	Performance Requirements for Program Completion
581-22-234	Developing Appropriate Electives
581-22-242	Equal Educational Opportunities

APPENDIX B

TITLE IX AND PHYSICAL EDUCATION

Title IX provides that... *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.*

The Title IX regulation as a whole reflects the assumption that all activities within education institutions are of potentially equal value for persons of both sexes. It implies a belief that the physiological, psychological and social benefits which may be derived from physical education are of equal importance to males and females and that the experiences necessary to provide these benefits are the same for both males and females.

The Regulatory Provisions

Many provisions of Title IX bear directly or indirectly on requirements for nondiscrimination in physical education programs. The most directly relevant of these provisions:

Comparable facilities §86.33

A recipient (agency/institution) may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

Access to course offerings §86.34

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health [and] physical education . . . .

Applying the Regulations: Basic Guidelines

In order to apply the abstract and technical language of the federal regulation to local physical education programs, it may be useful to review a number of guidelines derived from the regulation. Remember, however: *GUIDELINES ARE SUBJECT TO CHANGE.*

Guidelines

1. *Physical education programs, courses, classes or activities may not differentiate between students on the basis of sex.*

   Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days or semesters of physical education. Males and females may not be required to participate in different physical education programs, courses, classes or activities.

   Participation in physical education programs, courses, classes or activities may not be refused to students on the basis of their sex.

   Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.

   Physical education courses may not be sex-designated.

2. *Title IX does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.*

3. *Title IX does not specify any particular process for the assignment or selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.*

4. *Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.*

5. *Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football and other sports, the purpose of major activity of which involves bodily contact.*

6. *Evaluations of students' skills or progress in physical education must be based on standards which do not have adverse impact on students of one sex.*

   If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

   two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance; or

   a single standard or set of standards which measure individual student's improvement should be adopted.

7. *Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.*

8. *Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the student in a particular course, class or activity.*

9. *Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation or any other condition of employment.*

10. *Title IX makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of members of one sex.*

11. *Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and post-secondary schools should [have complied by] July 21, 1978.*

12. *If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:*

    modifications must be made to correct any policies, procedures or practices which have been found to discriminate; and

    remedial steps must be taken to alleviate the effects of any discrimination identified.

Self Checklist for Evaluating Title IX Compliance Progress

The following is a checklist which education institutions/agencies may use to assess their own Title IX compliance progress in physical education programs. Two kinds of questions are provided. The numbered questions reflect specific regulatory requirements; the subsections (§) of the regulation relevant to each question are indicated in brackets. The questions listed under these either are derived from the regulation or are procedures which would be useful in meeting regulatory requirements. Indicate "yes" answers to these questions by placing a check in the appropriate blanks.

	Is the institution/agency in compliance?
1. Are physical education requirements the same for males and females? [§86.34]	_____
Have policy directives regarding these requirements been disseminated to administrators and members of the physical education staff?	____
Has a statement regarding these requirements been disseminated to all students?	____
2. Do course descriptions make it clear that all physical education courses are open to male and female students? [§86.9(2)]	_____
Have all students been informed of their right to nondiscrimination in the physical education program?	____
Do course descriptions state the criteria for measurement of skills where these are employed as a condition of course admission?	____
Have counselors and staff who assist with course enrollment been provided clear guidelines for nondiscrimination in course enrollment/assignment?	____
3. Are physical education classes conducted on a coeducational basis except during participation in contact sports? [§86.34(c)]	_____
Do classes provide for a range of activities which meet the interests, skills and abilities of male and female students?	____
Have course enrollments been examined by sex to identify disproportionate enrollments?	____
Have the criteria used in assigning students to courses, classes or ability groupings been reviewed to ensure nondiscrimination?	____
Have all physical education staff received guidelines and/or training for the use of sex-segregated groupings during contact sports?	____
4. Are criteria used for measurement of progress within a physical education course or program free of adverse effects upon students of one sex? [§86.34(d)]	_____
Have the criteria used for measurement of progress been delineated by the physical education staff?	____
Have guidelines for the measurement of progress been provided to all members of the physical education staff?	____
Are criteria used for measurement of progress in physical education classes made available to students?	____
Has the application of evaluation criteria been reviewed to ensure that they do not result in an adverse effect on students of one sex?	____
If evaluation criteria have been identified which have an adverse effect on members of one sex, has one of the following alternatives been implemented:	____
delineation of two separate sets of criteria, one for males and one for females?	____
delineation of criteria for the measurement of individual progress?	____
5. Are physical education facilities and equipment equally available to males and females according to the same criteria? [§86.31(2)]	_____
Has an analysis been made of the policies used in allocation of facilities and equipment?	____
Has the application of these policies been examined to ensure that it is free from adverse effect on students of one sex?	____
6. Do all physical education employment policies and practices require and provide equal treatment of staff on the basis of sex? [§86.51(a)]	_____
Are job assignments made on the basis of qualifications and not on the basis of sex?	____
Are schedules of compensation free from differentiation on the basis of sex?	____
Are all extra-duty assignments equally available to members of both sexes?	____
Is compensation for extra duty comparable for male and female staff?	____
Are decisions regarding staff access to equipment and facilities made without regard to sex?	____
Are decisions regarding fringe benefits and conditions of employment based on factors other than sex?	____
Does the administrative structure of physical education programs ensure equal opportunity to male and female members of the staff?	____

Selected items taken from U.S. Department of Health, Education and Welfare, Office of Education, *Title IX and Physical Education: A Compliance Overview* (Washington, DC: U.S. Government Printing Office, 1976)

APPENDIX C

PUBLIC LAW 94-142

Education for All Handicapped Children Act of 1975

The law states in Section 121a307 that

A. *Physical education services, specifically designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.* Further that

B. *Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless:*

   (1) The child is enrolled full time in a separate facility;

   (2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

C. And if *specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly or make arrangements for it to be provided through other public or private programs.*

D. *The public agency responsible for the education of a handicapped child enrolled who is full time in a separate facility shall insure that the child receives appropriate physical education service in compliance with paragraphs (A) and (C) of this section.*

The effect of this law on physical education programs may become understandable with awareness of the definitions used in the law.

As used in the law, *Handicapped Children* means *"those children evaluated in accordance with Sections 121a530-121a534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of those impairments need special education and related services."*

Physical Education is defined as *"the development of*

Physical and motor fitness;

Fundamental motor skills and patterns; and

Skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adapted physical education, movement education and motor development."

Applying the Regulation

The actual compliance process requires that each child will have an individualized education program. The individualized education program (IEP) for each child must include

A statement of the child's present levels of education performance;

A statement of annual goals including short-term instructional objectives;

A statement of the specific education and related services which are needed to be provided to the child and the extent to which the child will be able to participate in regular education programs;

The projected dates for initiation of services and the anticipated duration of the services; and

Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Physical Education IEP

If a child requires a special physical education program, an individualized education program (IEP) must be developed. An IEP is a written statement that states the child's present level of fundamental training and the type of program needed to achieve specified goals.

The following individuals must take part in individual planning conferences:

Representatives of the public agency (not the child's teacher)

The child's teacher

The child's parent(s) or guardian(s)

The child when appropriate

Other individuals, at the discretion of the parents or agency

Physical education is a defined part of the handicapped law and the IEPs must include an appropriate program in order to be in compliance with PL 94-142. Children for whom no specially designed physical education program is needed, however, do not require identification of physical education in their IEPs. Whether included in the IEP or not, IEP planning committees are expected to review motor, physical movement and fitness needs of each child to determine whether specially designed physical education programs are required. It is, therefore, essential that physical educators initiate their active involvement in the writing of IEPs which address the issue of physical education.

APPENDIX D

EQUIPMENT AND SUPPLIES

This list is a resource only, not a complete listing of all equipment and supplies which may be used in a program. The type and amount of equipment needed will depend on the goals of the local physical education program.

ELEMENTARY

General Equipment

Playground Balls (10")
Playground Balls (8")
Playground Balls (7")
Bean Bags
Scarves
Drums
Tambourine
Tone Blocks
Scooter Boards
Parachutes
Bells
Record Players and Tape Recorders
Records and Tapes
Deck Rings
Jump Rope (15'-20')
Jump Rope (7')
Jump Rope (8')
Jump Rope (9')

Gymnastics Equipment

Spring or Vaulting Board
Climbing Ropes
Vaulting Box or Horse
Balance Beam
Tumbling Mats (4' x 8')
Tumbling Mats (3' x 4')
Hoops (30")
Hoops (36")
Wands (5')
Rhythm Sticks
Tinikling Poles (8'-10')

Team Sports Equipment

Softballs
Catcher's Mask
Whiffle Balls and Bats
Bats
Batting Tees
Bases
Basketballs (junior size)
Basketballs (official size)
Volleyballs
Volleyball Standards/Nets
Shot
Beach Balls
Footballs (junior size)
Footballs (official size)
Flag Football Sets
Nerf or Whiffle Balls
Soccer Balls
Tetherballs (post, rope, ball)
Vests
Shuffleboard
Horseshoes (indoor & outdoor)
Bowling Balls & Pins
Batons

Physical Fitness Assessment

Stop Watches
Tape Measure
Marking Tape
Fitness Score Cards
Yard or Metre Stick
Weight Scales
Special Equipment for Test Items

Outdoor Equipment

- Climbing Apparatus
- Climbing Ropes
- Cargo Nets
- Jungle Gym
- Overhead Ladder
- Tunnels
- Parallel Bars
- Basketball Goals on Court (2 courts)
- Chinning Bars (multi-height)
- Obstacle Course
- Hurdles
- High Jump Pit, Bars, Stands
- Broad Jump Pit
- Balance Beam

Miscellaneous Equipment

- Chalkboard
- Ball Pump
- Stop Watch
- Tape Measures (50' & 100')
- Marking Pen and Ink
- Masking Tape
- Net Standards
- Marble Dust Marker
- Yard and Metre Sticks
- Whistles
- Equipment Bags
- Cones/Markers
- Parachutes
- Tug-A-War Ropes (50')
- Pegboard
- Marble Dust (50 lb Bag)

MIDDLE, JUNIOR AND HIGH SCHOOL

Softball Equipment

- Softballs
- Bats
- Base and Home Plates
- Gloves and Mitts
- Catcher's Mask
- Chest Protector
- Pitcher's Plate

Volleyball Equipment

- Volleyballs
- Nets & Standards

Recreational Games Equipment

- Deck Tennis Rings
- Table Tennis Equipment
- Horseshoes
- Shuffleboard
- Tetherball Outfits
- Paddle Tennis

Basketball Equipment

- Basketballs
- Scrimmage Vests
- Whistles
- Nets
- Scoreboard
- Goals & Backboards

Football (Flag) Equipment

Footballs
Flags and Belts
Scrimmage Vests

Field Hockey Equipment

Sticks
Balls
Goalie Pads
Shin Guards
Scrimmage Vests
Chest Protector

Soccer-Speedball Equipment

Goals and Nets
Soccer Balls
Shin Guards
Scrimmage Vests

Physical Fitness Assessment

Stop Watches
Tape Measure
Marking Tape
Fitness Score Cards
Yard or Metre Stick
Weight Scales
Special Equipment for Test Items

Track and Field Equipment

Batons
Measuring Tapes
Starting Blocks
Stop Watches
Hurdles
Rakes
Hoe
Discus (men-women)
High Jump Standards
High Jump Crossbars
Jump Pit (mats for pit)
Long Jump Pits
Shot (men-women)

Rhythms Equipment

Rhythm Instruments
Record Player/Tape Player
Records and Tapes
Parachute
Wands
Jump Ropes
Bamboo Poles
Lummi Sticks

Badminton Equipment

Rackets
Shuttlecocks
Nets
Standards

Gymnastics and Tumbling Equipment

Record Player/Tape Player
Records and Tapes
Chalk
Mats–6' x 12' x 2" tumbling
6' x 12' x 4" apparatus
8' x 12' x 4" apparatus
Balance Beam – Regulation
Low
Rope Climbs
Spotting Belt
Reuther Board
Side Horse
Transporters
Horizontal Bar
Uneven Bars
Parallel Bars
Rings

Archery Equipment

Bows (15, 20, 25 lbs)
Bow Rack
Finger Tabs
Arm Guards
Cardboard Throw Aerial Targets
Haybales and Field Archery Targets
Lightweight Targets (36")
Arrows (28")
Flee Flue Arrows
Arrow Rack
Ground Quivers
Target Faces (36")
Target Stands
Extra Bow Strings

Golf Equipment

Irons (3, 5, 7, 9)
Woods (No. 3)
Putters
Plastic Balls
Regulation Balls
Putting Cups
Golf Mats
Flags
Marble Dust

Tennis Equipment

Tennis Rackets (varied grips 4 1/2 - 4 7/8)
Tennis Balls
Presses
Tennis Nets

Cycling Equipment

Tool Kit
Reflector Vest
Safety Film
Bike Flags

Combatives Equipment

Self-Defense Tumbling Mats
Protective Head & Body Gear
Wrestling Mat

Outdoor Education Equipment

Compass
First Aid Kits
Camping Equipment
- Axe
- Tent
- Umbrella
- Pup Tent
- Hatchets

Cooking and Eating Utensils
Water Container
Water and Soil Analysis Kit
Saw
Shovel
Twine and Rope
Lantern
Ice Chest
Tarp
Ground Cloth
Coleman Stove (2-burner)
Casting and Angling Outfit
Archery Equipment

Miscellaneous Equipment

Same as Elementary List

Selected items listed from Georgia Department of Education, *Physical Education Equipment Guidelines for Georgia Schools* (Atlanta, GA: Georgia Department of Education, 1977)

APPENDIX E

FACILITIES AND SPACE

The following facilities are SUGGESTED for physical education classes. *Facilities must be accessible to people with handicaps.*

Indoor

A well-lighted, ventilated, clean gymnasium with a smooth, nonslippery floor, soundproof ceiling and adequate heat and cooling

Proper markings for court sports and game circles for each teaching station; shuffleboard, indoor softball and other markings may be desirable

Uncrowded, clean dressing, drying and shower areas with nonslippery floor, along with sufficient lockers for clothing

Secure storage space for all equipment and supplies

Teacher office space with equipment to conduct routine paperwork, student interviews and record keeping

First-aid and training room with appropriate equipment

Auxiliary (multipurpose) room like a gymnasium

A classroom near gymnasium

Laundry and towel service

An indoor swimming pool

Outdoor

Sufficient level field space for outdoor instructional activities

Storage space for outdoor equipment with easy access to outside area

Separation of field areas by safe fences

All-weather surfaced areas equipped with painted lines to accommodate relays, track events, tennis, basketball, volleyball, badminton and other appropriate games

Separate play areas for primary and intermediate grade use

Outdoor covered playcourt or shed

APPENDIX F

PHYSICAL EDUCATION SAFETY CHECKLIST

S	U		
____	____	1.	Equipment and facilities regularly inspected
____	____	2.	Administration informed about any dangerous conditions
____	____	3.	Facilities and equipment repaired
____	____	4.	General safety rules posted in each physical education area
____	____	5.	Specific safety rules posted at each danger station
____	____	6.	Safe rules of behavior discussed with classes
____	____	7.	Instruction provided in personal safety
____	____	8.	Correct instruction provided for performance in all activities
____	____	9.	Students examined for safety knowledge
____	____	10.	Special clothing used in appropriate areas
____	____	11.	Rings and other jewelry removed by students when in physical education activity class
____	____	12.	Protective equipment in good condition
____	____	13.	Proper supervision provided for each activity
____	____	14.	Class size limited for safety
____	____	15.	Students not forced to perform when they show great fear
____	____	16.	Adequate controls for equipment accounting
____	____	17.	Adequate storage for physical education equipment and supplies
____	____	18.	Equipment not stored on benches, along walls, in halls and corners to present hazards
____	____	19.	Injured students safely attended to
____	____	20.	First aid station in physical education facility
____	____	21.	Adequate first aid supplies
____	____	22.	Policy on emergency care
____	____	23.	Forms for writing accident reports

APPENDIX G

REQUEST FOR RECOMMENDATIONS

This Request for Recommendations is an ILLUSTRATION ONLY, provided as a SUGGESTION.

The purpose of the form is to communicate physical needs of students and make recommendations regarding the best ways to meet those needs. Parents, nurses, physicians or physical education teachers may use the form.

Each district or school may need to determine what is the best use of this form, change it or develop another form which may meet their needs.

Under PL 94-142, districts may not deny physical education to any handicapped students.

ILLUSTRATION

REQUEST FOR RECOMMENDATIONS ON PHYSICAL ACTIVITY IN PHYSICAL EDUCATION

DATE _____

TO _____ _____
(name) (title)

FROM _____ _____
(name) (title)

_____ _____
(address) (phone)

We request that _____ of _____
(student name) (school name)

school be placed in an (circle one) adaptive, restricted, remedial or corrective physical education program. The reasons and recommendations for this request are given below.

Nature of Disability: _____

_____

Recommendations: check (✓) those activities the student **MAY** participate in.

LIMITED ACTIVITY

_____ Corrective Exercises
_____ Light Calisthenics
_____ Selected Weight Training
_____ Walking
_____ Light Running
_____ Light Swimming
_____ Selected Recreational Games
_____ Archery
_____ Horseshoes
_____ Throwing & Catching
_____ Free Throw Shooting
_____ Golf
_____ Bowling

NORMAL ACTIVITY

_____ All Activities
_____ Vigorous Calisthenics
_____ Weight Training
_____ Jogging
_____ Relays
_____ Swimming
_____ Gymnastics & Tumbling
_____ Badminton & Tennis
_____ Soccer, Speedball, Hockey
_____ Softball
_____ Basketball
_____ Volleyball
_____ Football Tag or Flag
_____ Rhythms

Special suggestions/recommendations: _____

_____

This recommendation is valid until appropriate (medical and/or school) testing procedures indicate student is able to perform normal activities and therefore able to be in regular program.

Comments: _____

_____

APPENDIX H

ALTERNATIVE DESIGNS

CONTRACTS: Students pursue units of study of their own choice under a contract stating their goals and what they will accomplish in a set length of time.

ELECTIVES: Students choose activities which interest them; students may select the skills to be learned.

EXTENDED YEAR: Five nine-week sessions extend over a 12-month school year; student may attend any four of the five or all five sessions. Most courses are nonsequential and are offered on an elective basis.

INDEPENDENT STUDY: Students choose and are responsible for a specific unit of study to accomplish stated goals.

INDIVIDUALIZED: Students direct their own learning within the structure of a learning model and move through the lessons at their own pace.

PERFORMANCE GOALS: Students perform; then performances are evaluated on predetermined performance standards.

STUDENT-DESIGNED PROGRAM: Students in the 11th and 12th grades select and completely plan their program.

TEAM TEACHING: Two or more teachers teach the same subject to relatively large numbers of students. Teachers plan the program with each instructor teaching different aspects of specific units. After a lesson is presented, the class may be divided between both or among all teachers for small group instruction.

APPENDIX I

SUGGESTIONS FOR TESTING

1. Testing is time-consuming and therefore should be done for specific purposes, not merely for the sake of testing.

   a. Prior to administering a battery or batteries of tests, one should always question the educational validity of such tests.

   b. One should be certain that the test administered is valid for the purpose required (e.g., some tests of physical fitness may actually be motor ability tests and not true measures of cardio-vascular efficiency, strength, muscular endurance or flexibility).

2. Tests published in measurement texts are generally valid and reliable devices that can readily be utilized with a minimum of difficulty.

3. Self-made tests need to be carefully thought out and constructed so that they are meaningful to the students. This would apply equally to skills or knowledge tests.

4. The purpose for testing should be carefully explained to students prior to administering any test.

5. If norms are given for tests, teachers should make sure those norms apply to the age group being tested.

6. Planning should consider how facilities, equipment and materials may affect the test results.

7. Instructions should be clear to students to prevent loss of time and erroneous results.

8. Test results should be shared with students.

APPENDIX J

PERFORMANCE GUIDELINES FOR TEACHING METHODS

1. Teachers should always remember that their primary function is one of instruction and that instruction demands planning and organization.

2. Physical education instruction must proceed from the known to the unknown in a logical sequence.

3. Teachers should plan and conduct all instructional functions in the best interests of the students.

4. Concepts must be stressed so that students will know the "why" of physical activity as well as the "how."

5. Teachers should inform students what they are about to learn and then evaluate in terms of the initial goals to determine teaching effectiveness.

6. Drills should as closely approximate the components of the actual game as possible. Drill for the sake of drill is irrelevant. Neuromuscular pathways are very specific; drills of a general nature should not be constructed.

7. Activities must be made interesting to be attractive to students.

8. Physical education should actively involve all the students in the class. The essence of the discipline is activity, not standing in lines. Adequate equipment and facility utilization is imperative.

8. Teachers should always remain in a position whereby they can adequately supervise their students.

10. The class period in physical education should be primarily a period of instruction.

11. Teachers should strive to improve each student's skill according to the individual's capability, and set standards accordingly.

12. To be of real assistance, teachers must analyze the performance of each student and suggest measures necessary for improvement.

13. Praise and encouragement should be stressed; punishment should be used judiciously.

14. The use of instructional aids, either commercial or homemade, is encouraged as an adjunct to the teaching process.

15. Teachers should continually evaluate their instruction so that they become more efficient and effective in communicating information to students.

APPENDIX K

PROGRAM PERFORMANCES CHECKLIST

This checklist is a sample of one method that may be used to assess program performance.

	Recommendations	Acceptable	Commendations	Comments
1. Written, sequentially planned K-12 program				
basic skills development				
physical fitness				
lifetime activities				
2. An individual has responsibility for				
coordinating program K-12				
developing curriculum				
visible relationship between elementary and high school				
3. Coordination and articulation of the program K-12				
4. Staff involved in developing program goals and responsibilities				
5. District goals, adopted by local board				
Program goals supporting district goals				
Course goals supporting district goals				
Planned course statements grades 9-12				
PE minimum competencies				
Performance indicators identified				
6. Balance of time for instruction throughout the grades K-12 (Recess does not count as instructional time)				
7. Curriculum meets individual learner needs K-12				

	Recommendations	Acceptable	Commendations	Comments
8. Individual needs accommodated:				
slow learner				
handicapped				
average				
gifted				
9. Aware of federal regulations appropriate to PE:				
Title IX				
PL 94-142 (handicapped/special education)				
10. Electives available				
11. Electives determined by student needs				
12. Organized system of PE instruction K-8 (evidence of instruction)				
13. Consistent PE instruction throughout program K-12				
14. PE teachers certified and assigned accordingly				
15. Qualified teachers conduct instructional program K-12:				
secondary				
elementary (PE Specialist)				
16. Variety of instructional strategies				
17. Class size appropriate to:				
program goals				
instructional method				
student needs				
18. Class size appropriate in terms of curriculum and instructional needs				
instruction				
safety				

	Recommendations	Acceptable	Commendations	Comment
19. Appropriate equipment and materials				
20. Adequate equipment and materials to support program instruction				
21. Media center services and materials serves PE instructional program				
22. PE teachers involved in selection and evaluation of PE instructional materials and equipment				
23. Appropriate facilities:				
indoor				
outdoor				
storage				
dressing area				
showers				
first aid				
other				
24. Safety inspection of PE equipment and facilities (regularly)				
25. Provide safety devices and instruction for use by staff				
26. Availability of inservice for teachers				
27. Health Education separate from PE:				
goals				
competencies				
credits				
28. Assessment methods consistent with local goals				